DOCUMENT RESUME

ED 152 764 SP 012 562

AUTHOR Harrington, Wilma H.
TITLE The Implications of PL 94-142 for Professional Preparation.
PUB DATE 78
NOTE 9p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adapted Physical Education; Athletic Programs; Curriculum Development; Educational Finance; *Federal Aid; Handicapped Children; Inservice Teacher Education; *Mainstreaming; Needs Assessment; Physical Education; Preservice Education; *Program Planning
IDENTIFIERS Education for All Handicapped Children Act

ABSTRACT

This paper discusses the problems encountered by the physical education department of a school of education as the educators prepare to upgrade the curriculum to meet the demands of the Education for All Handicapped Children Act (PL 94-142). An example of competencies necessary to implement the requirements of the Act is presented. The means by which federal grants for assistance in accomplishing the projected goals are described. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152764

The Implications of PL 94-142 for Professional Preparation

Wilma M. Harrington

General overview

The passage of Public Law 94-142 The Education for All Handicapped Children Act has created an immediate need for reevaluation of professional preparation programs in the field of physical education. We must examine the effectiveness of current undergraduate programs in preparing individuals to work with children who possess a variety of handicapping conditions. We also must examine the preparedness of these individuals to function as a member of contributor to the child study team.

Since physical education has been identified in the law as a required service, it becomes imperative that physical education specialist possess the skills needed to function as an assessor of student needs. It will become necessary for physical education specialists to be familiar with instruments which are appropriate for evaluating the status of students with a variety of handicapping conditions. It will also be necessary for the specialist to determine the needs of these students and prescribe the necessary activities to meet these needs.

The traditional Adaptive Physical Education class offered in our undergraduate curricula is not sufficient to meet the demands of the law. Most often this class deals with assisting the student who has sustained a temporary injury and the modification of activities for this individual. We do not provide our majors with intensive preparation in working with exceptional populations who have been mainstreamed into the regular class.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wilma M. Harrington
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Because our undergraduate programs have been inadequate in meeting the standards set by the law, our personnel in the field are caught in the dilemma. Their needs are immediate and specific. The problem of upgrading or retraining is magnified by the fact that these individuals are on the job and cannot, in most instances, return to the college or university to seek immediate help.

The recognition of the problems faced by both the undergraduate student and the professional in the field presents a demand for course work and experience in a pre-service and in-service setting. These services indicate increased financial expenditures on the part of school districts and institutions of higher education. In a time when the educational dollar is shrinking our reaction is one of dismay and frustration. Where does one turn for financial support for the activities needed to prepare physical education specialist at the pre-service and in-service levels?

There are seve al sources of additional funding for programs to upgrade and retrain personnel. The Division of Personnel Preparation at the Bureau of Education for the Handicapped has allocated funds to support projects to retrain personnel to work with handicapped students. Monies have also been made available through State Departments of Education for in-service training of individuals to work with the handicapped in the public schools. Several service agencies such as The March of Dimes and the Easter Seal Society provide limited funding for worthwhile projects.

In each of the cases sited above it is necessary to prepare a

grant application to secure funds. Each agency has it's own deadlines and criteria for application. Writing to the appropriate agency should provide the necessary information for application. Funding from the Office of Education, Bureau of Education for the Handicapped is announced in the Federal Register in the Fall of the year. This information can also be obtained from Grant and Research Development Officers at colleges and universities. State Departments of Education Offices of Special Services should have the available information on State monies and the guidelines for securing them.

The Washington State University Project.

In the Fall of 1976 we became aware of the possibility of securing funds for professional preparation to work with the handicapped. A previous grant had been rejected and we were asked to rewrite it to secure funds. The job was one of major proportions since both individuals involved were not specifically trained in adaptive physical education. We became experts in grant writing and the inner working of federal bureaucratic functioning. We also became aware of the many small details which come to grant writers. Besides identifying the needs in the state for personnel, were also learned the intricacies of budgeting and high finance. We became cognizant of the terms per diem, overhead, indirect cost and learned the difference between supplies and equipment. We have learned how to transger funds, hire secretaries and get ourselves to conferences and meetings. In short we have learned everything we never wanted to know about grant writing.

Once the decision was made to work on the grant, there were several crucial decisions to be made. The first involved determing the focus of the project. We decided to develop a program for retraining personnel in the field to work with handicapped individuals in the regular class setting. It was also necessary to determine the underlying structure for the proposed program. Since Washington State University has been involved in a consortial arrangement with Richland and Kennewick School districts, we chose to use a competency-based model. The Departments of Physical Education for Men and Women have been members of the consortium and worked in the development of roles and competencies for initial, preparatory, and continuing certification of physical education majors.

Once the decision was made to use the competency-based model, several steps were determined to complete the proposed project. These were:

1. Adapt existing roles and competencies for individuals working with the handicapped.
2. Examine existing course materials and determine needs for new courses or modification of existing courses.
3. Identify needed practica experiences.
4. Identify practica sites
5. Establish criteria for practica experiences.
6. Sequence the curriculum

Each of these steps will be discussed at some length to give an idea of the procedures involved.

Adapting roles and competencies. The Teacher Education Standards for Physical Education (TESPE) Consortium had developed roles and competencies and the consortium's work has had the support of the Office of the

Superintendent of Public Instruction in Washington. In order to adapt these roles and competencies it was necessary to identify criteria for personnel who work with handicapped populations.

The criteria for adapting the roles and competencies came from three sources. The minimum generic standards identified for the certification of teachers and special educators were reviewed. There were available from the Office of the Superintendent of Public Instruction. The Professional Preparation Guidelines for Adaptive Physical Education available from the American Alliance of Health, Physical Education, and Recreation were also used. The roles identified were:

1. Teacher of physical skills and related activities to the handicapped.
2. Program planner for the handicapped.
3. Promoter of health and safety for the handicapped.
4. Public relations interpreter for programs for the handicapped.
5. Advisor for the counseling and guidance of the handicapped with respect to physical activity.
6. Member of school faculty and professional organization.
7. Member of a professional team working with the handicapped.

Once the roles were identified and adapted, the competencies necessary to fulfill the roles with the accompanying competency facilitating objectives were examined and adapted. The materials developed were then distributed to personnel as Washington State who were responsible for adaptive physical education, motor development, and therapeutic recreation.

tion classes.

classes.

Examination of existing course materials. The individuals responsible for courses related to work with handicapped students in physical education were asked to review the competencies and the competency facilitating objectives. This review was conducted to determine if the existing courses responded to the competencies and if a need existed for additional competencies. Some additions were made to the list developed. The list was also reviewed by Outside specialists.

Identification of practica experiences. It was felt that every opportunity should be provided for practical work with handicapped students as part of our retraining program. The examination of existing course material demonstrated that actual experiences for working with handicapped students were limited. A variety of settings around the state which would provide an opportunity to work with handicapped individuals were identified.

Identification of practica sites. Once the possible experiences were identifies, it was necessary to contact individuals in the various institutions. Contact was made to determine interest and willingness to participate as a site for the placement of students from Washington State University. The final selection is still in progress at this time. The co-directors plan to visit the sites for meetings with personnel.

Criteria for practica experiences. The establishment of criteria for practica experiences is in progress at this time. In order to establish guidelines we must conform to University requirements and regulations. Just recently a course number was added for internship and

practica experiences at the graduate level. To date the guidelines from the graduate committee are not established.

Sequencing of Curriculum. The final task remaining is the sequencing of courses and experiences in the curriculum. In determining the courses and their placement in the curriculum, standards in terms of credit hour requirements and thesis and project guidelines must be considered. Those courses which will makeup the core curriculum and those which will become electives are yet to be determined.

There is still work to be done to complete the project that has been described. Materials will be available upen request after May 30. The project described was develop to define a curriculum to retrain physical education specialist in the field. Our next goal is to put the curriculum into operation in a functioning graduate program which will lead to a Masters degree in Physical Education.

A second proposal has been submitted to the Office of Education/ Bureau of Education for the Handicapped to implement the project. The model for the proposed project leans heavily on a field delivery system which will go to the school personnel. It was felt that there was a need to get materials and information into the field rather than depend on individuals returning to the university.

Plans have been made to videotape on campus classes and deliver them to sites throughout the state. Workshops have also been planned for summer sessions. The implementation of the project is of course dependent on continued funding from the Bureau of Education for the Handicapped.

There is a need in the State of Washington and throughout the country for qualified personnel to work with handicapped individuals in the school setting. Physical education has been identified as a required service for mainstreamed students and those in institutions. We have an obligation to begin preparing physical education specialists who can function in the schools as a member of the child study team and teacher of the handicapped.